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ABSTRACT

The Secondary Education Transition Model project at Colorado State University-Fort Collins represents a local and state commitment to serve students with severe handicaps who are moving into community work and living roles. These comprehensive transition services begin at the secondary education level and extend into the adult service system. The six major components of the 3-year project are: community-wide transition planning leading to development of a model; preparation of local transition teams comprised of existing education and service personnel; preparation of related service and education personnel at the preservice level; implementation of transition services leading to community employment and independent living outcomes; project dissemination and replication; and on-going evaluation. To date, students involved in this project have not graduated from school, so no conclusions can be drawn. However, it is apparent that adding the transition component with interagency collaboration is enriching the individual student planning process. Appendices include: a Core Transition Team Position description; Individualized Education Transition Planning (IETP) and IEP/ITP formats, forms, and timelines; an IETP and IEP/ITP meeting evaluation form; and an assessment tool. Charts are included. Contains 13 references. (SM)

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SECONDARY EDUCATION TRANSITION MODEL

July 1, 1987 - June 30, 1990

Colorado State University
Transition Services
Department of Occupational Therapy
Fort Collins, CO 80523

Funded By: U.S. Department of Education
Office of Special Education
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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

Abstract

The "Secondary Education Transition Model" project represents a local and state commitment to serve students with severe handicaps who are moving into community work and living roles. A cooperative model to design and implement effective transition services has been implemented to overcome existing systemic barriers that prevent or seriously hinder the transition of students from secondary education to community living and employment.

Colorado State University in cooperation with three school districts, adult service provider agencies, and parents of students with disabilities initiated the transition project in 1988 to plan and implement comprehensive transition services that begin at the secondary education level and extend into the adult service system. Participating agencies include: Poudre School District R-1, Thompson School District R2-J, Northeast Colorado Board of Cooperative Educational Services (rural BOCES), Colorado Division of Rehabilitation, Colorado State University's Transition to Community Employment Project (post-secondary supported employment project), Larimer County Department of Social Services, and parent representative from the local Special Education Advisory Committees.

The three year project includes six major components:

1. Community-wide transition planning leading to the development of a cooperative planning model that can be replicated in urban and rural communities;

2. Preparation of local "Transition Teams" comprised of existing education, related service, and adult service personnel.

3. Preparation of related service and education personnel at the pre-service level. University students enrolled in graduate and undergraduate programs have opportunities to participate in coursework and/or directly provide transition services during supervised student teaching or practicum experiences within the participating education or adult service agencies.

4. Implementation of transition services leading to community employment and independent living outcomes for students with severe handicaps.

5. Project dissemination and replication within the Rocky Mountain Region utilizing existing regional networks.

6. On-going evaluation of process and outcome variables.

At the conclusion of the project's initial three year federal funding period, the Secondary Education Transition Model will be self supporting with on-going participation and commitment from parent groups, local education agencies, and adult service systems.

Introduction

The Secondary Education Transition Model project was founded on the belief that through managed cooperation among local agencies, adult service systems, and parents, students with severe handicaps shall begin receiving transitional services (leading to successful community living and employment) during the secondary education process. Students with the following handicapping conditions have been targeted: severe emotional and behavioral disorders, moderate to severe mental retardation, severe physical impairments, severe sensory impairments, and students with multiple handicaps that significantly impair performance.

This project will produce a model for cooperative community planning, a cadre of trained parents and professionals, and individualized transition services for students with severe handicaps. This model will be transferable to replication sites in both urban and rural communities.

Projected project outcomes include:

1. 40 - 50 parents and professionals (education, related service, and adult service personnel) will become skilled in planning and implementing individualized transition services that allow secondary education students with severe handicaps to access integrated living and work opportunities upon graduation from high school.

2. 55-65 individualized transition plans for students with severe handicaps at the secondary level will be operational and include measurable, outcome-oriented goals that address performance in vocational, residential, recreational, and community domains.

3. Development, publication, and dissemination (at cost) of a cooperative planning model that can be replicated in both urban and rural communities.

4. Compilation of process and outcome data related to the transition of students with severe handicaps within both urban and rural communities. Data will assist in local, state, and federal policy decision-making.

5. Continuation of cooperative transition services within the participating communities beyond the initial three-year grant period. The Poudre School District R-1, Thompson School District R2-J, Northeast Colorado Board of Cooperative Educational Services (BOCES), and local adult service providers have commited resources and personnel.

To achieve these outcomes, the following management objectives have been met:

OBJECTIVE 1.0

Develop a comprehensive, cooperative plan to serve secondary education students with severe handicaps who are transitioning from school to community work and living roles.

OBJECTIVE 2.0

Establish local cooperative TRANSITION TEAMS to assess student abilities and interests, plan and implement individualized services, and evaluate the on-going effectiveness of transition services. The TRANSITION TEAMS will be responsible for on-going community employment and community integration outcomes for individuals with severe handicaps.

The following objectives are presently being addressed to achieve the stated outcomes:

OBJECTIVE 3.0

Implement district-wide individualized transition services within participating districts leading to community living and employment outcomes for students with severe handicaps.

OBJECTIVE 4.0

Disseminate model for cooperative planning and establish cooperative TRANSITION TEAMS.

OBJECTIVE 5.0

Evaluate project process and outcome variables and related impact.

Background

Students with severe handicaps leaving the public education system face many obstacles as they seek participation and inclusion within American society. Following 12 to 16 years of public education, students are expected to have achieved a level of skill and knowledge that permits access to community employment and independent living opportunities. In reality, 50 to 75% of students with disabilities are significantly underemployed or unemployed upon graduation (1)(2)(3). In a state-wide follow-up study of special education students in Colorado (2), researchers found that approximately two thirds of respondents were working at or below minimum wage; only a third of the respondents worked greater than half time. A similar pattern of unemployment or underemployment exists within the communities that serve as the sites of the Secondary Education Transition Project Model. 60 to 75% of the recent special education graduates from the local public education systems are placed into segregated, sheltered employment. Approximately 20% are unemployed and dependent on family or public assistance (4).

Between 250,000 and 300,000 students with handicaps leave public supported education programs in the US each year (5). Preparing these students to assume productive adult roles is a significant challenge for service providers, policy analysts, and researchers. A collective goal to clarify issues, strategies and interventions will promote successful education, vocational, and independent living outcomes. Failure to successfully transition students into community employment and living carries extensive costs in both human and economic terms - costs that we

as a nation can no longer afford.

The human costs associated with unemployment, underemployment, and dependent living are staggering in an American society that values employment, productivity, and opportunity. Limited opportunities for persons with disabilities creates dependency on public entitlement programs and breeds a sense of failure and hopelessness. The current status of persons with severe handicaps, contrary to the general population, is typified by poverty, and extremely limited opportunities for participation within the community (3)(5)(6).

The economic costs to society of unsuccessfully transitioning students with severe handicaps parallels the human cost. The transition phase from school to adult life has typically included the transferring of students to "readiness" programs in order to continue training in preparation for adult life. Readiness programs include sheltered workshops, activity centers, and segregated living programs and rarely enable individuals with severe handicaps to move into more independent and less restrictive environments (7).

The combined costs of post-secondary segregated activity programs, sheltered workshops, and residential programs for individuals with severe handicaps often exceeds $10,000.00 per person per year in Colorado (8). When these yearly costs are multiplied over 40 years of adult life, an "investment" of $400,000.00 per person results. The "return" on this investment is continued dependency, minimal

productivity, and perpetuation of costly facility-based, segregated programs for persons with severe handicaps.

Exciting alternatives to this traditional and costly approach are emerging. Included are individually designed supported employment and supported living options that lead to decreased dependency and service costs along with increased productivity and satisfaction for the individual with a severe handicap (1)(3)(9)(10)(11). Integrated, community-based service options are challenging our current service delivery systems to re-evaluate the potential of individuals with severe disabilities. Services designed to meet individual needs within community environments (ie public transit systems, local grocery store, community job, etc) are just beginning to replace facility based, segregated services. Persons with severe disabilities CAN become productive and valued members of society when given the opportunity accompanied by appropriate support and training that begins at the secondary education level.

The Secondary Education Transition Model project designed and implemented by the Department of Occupational Therapy at Colorado State University in cooperation with parents, local education agencies, and adult service agencies, is focusing on successfully transitioning students with severe handicaps. Related services, including Occupational Therapy, are an integral part of the educational process for students with handicaps as mandated in PL94-142. This project capitalizes on the knowledge and experience of trained occupational therapists who have worked extensively within educational systems to

lead and direct the design and implementation of community-based service delivery options (including supported employment and living) for persons with severe handicaps.

Colorado's state service delivery system has just begun to address the challenge presented by transitioning students with severe handicaps. The recently established Rocky Mountain Resource and Training Institute (RMRTI) is an independent agency established by the Colorado Division for Developmental Disabilities, the Developmental Disability Planning Council, the Division of Rehabilitation, and the Colorado Department of Education. These founding agencies identified a significant state-wide need for comprehensive transition services for special education students. RMRTI and the Secondary Education Transition Model project, utilizing their collective expertise, are working jointly to promote community-based services at state and local levels.

Further illustrating Colorado's goal to effectively transition students with disabilities from school to adult life, a Colorado Interagency Transition Planning Group has been formed by the following State agencies: Colorado Department of Education, Division for Developmental Disabilities, Division of Rehabilitation, State Board of Community Colleges and Occupational Education, and the Governor's Job Training Office. The Secondary Education Transition Model project is ideally suited to help extend State efforts to both urban and rural communities throughout Colorado.

On the local level, the project is directly impacting three education agencies: Poudre School District, R-1, Thompson School District R2-J, and the Northeast Colorado Board of Cooperative Educational Services. These education agencies are briefly profiled below on the following page.

DEMOGRAPHICS OF PARTICIPATING EDUCATIONAL AGENCIES

Educational Agency	Demographics	Total secondary Special Ed. Population (grades 9-12)	Total seconadary Special Ed. Population with Severe Handicaps (targeted population)
Poudre R-1 School District	Area served: 1,856 sq. mi. Enrollment: approx. 17,000 # of schools: 28	approx. 153	60
Thompson R2-J School District	Area served: 360 sq. mi. Enrollment: 11,054 # of schools: 25	approx. 211	22
Northeast Board of Cooperative Educational Services (BOCES)	Area served: 8,000 sq. mi Enrollment: 7,200 14 School Districts	160	35 - 40

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Description of the Secondary Education Transition Model Project

The following objectives describe project design, implementation, dissemination, projected outcomes, and evaluation activities. Project management by objective will assure achievement of outcomes. Each objective is followed by numbered tasks and subtasks that are subsequently referenced in two sections of the PLAN OF OPERATION: TIME LINE and PERSON LOADING CHART

OBJECTIVE 1.0

Develop a comprehensive, cooperative plan to serve secondary education students with severe handicaps who are transitioning from school to community work and living roles.

1.1 Convene the project's INTERAGENCY PLANNING COUNCIL with representation from Poudre School District R-1, Thompson School District R2-J, Northeast Colorado Board of Cooperative Educational Services (a rural BOCES), Colorado Division of Rehabilitation, Colorado State University's Transition to Community Employment Project (post-secondary supported employment demonstration project), Larimer County Social Services, and parents who are members of local Special Education Advisory Committees.

1.1.1 The project's INTERAGENCY PLANNING COUNCIL will meet a minimum of four hours per month during the first year. The meeting schedule beyond year one will be determined by the COUNCIL based on need.

1.1.2 Rotate the INTERAGENCY PLANNING COUNCIL meeting location among agencies.

1.2 Establish parameters for planning and decision-making within the project's INTERAGENCY PLANNING COUNCIL.

1.2.1 Identify a COUNCIL leader/facilitator/chair. The COUNCIL may choose to vote from among the membership for a chairperson or rotate this position. It will be important for the COUNCIL to select their own governance structure to conduct business (12).

1.2.2 Establish procedures for COUNCIL accountability and record-keeping.

1.3 Initiate "team building" activities to promote COUNCIL effectiveness and to enhance interagency understanding, cooperation, and trust.

1.4 Clarify and Articulate, as a COUNCIL, a philosophical and theoretical base that will guide COUNCIL activity. The philosophical and theoretical base will reflect, at a minimum, current knowledge and research in the areas of Least Restrictive Environment, integrated community employment and living options, normalization, and functional curriculum design and implementation.

1.4.1 Conduct "Next Steps" training for the COUNCIL. "Next Steps" is available to Colorado communities through the Colorado Department of Education. It is a short term (2 day) training program presented by a team of professionals and parents. "Next Steps" training was originally designed for parents of handicapped children who are concerned about their child's future employability and independence (13).

1.4.2 Engage the COUNCIL in "Values Clarification" activities that have been used successfully by Colorado State University's Transition to Community Employment project for staff development. This will facilitate COUNCIL alignment around the need to develop community-based service options for students with severe handicaps as they transition from school to community living and work.

1.5 Develop a comprehensive, written INTERAGENCY PLAN that will guide community-wide, cooperative action related to transition.

1.5.1 Identify systemic barriers that interfere with the achievement of successful community employment and living outcomes for students with severe disabilities.

1.5.2 Propose solutions to overcome identified barriers. Solutions must be consistent with the theoretical and philosophical base adopted by the COUNCIL and reflect a commitment to integrated community living and work options for individuals with severe disabilities.

1.5.3 Design implementation activities to include goals, procedures, assignment of responsibility, time lines, and criteria for completion.

1.5.4 Establish evaluation protocols to assure achievement of criteria within the time frames established.

1.5.5 Prepare the written INTERAGENCY PLANNING DOCUMENT complete with formalized cooperative agreements and commitments from all participating service agencies and systems. The planning document will identify goals, responsibilities, and achievement criteria.

1.5.6 Document the entire planning process to facilitate replication and dissemination years 2, 3 and beyond.

OBJECTIVE 2.0

Establish local cooperative TRANSITION TEAMS to assess student abilities and interests, plan and implement individualized services, and evaluate the on-going effectiveness of transition services. The TRANSITION TEAMS will be responsible for on-going community employment and community integration outcomes for individuals with severe handicaps.

2.1 Select a CORE TRANSITION TEAM composed of parents, education and related service personnel, and adult service personnel.

2.1.1 Members of the CORE TRANSITION TEAM will be selected by project staff in cooperation with the INTERAGENCY PLANNING COUNCIL based on demonstrated interest in community living and employment outcomes for students with severe disabilities.

2.1.2 CORE TRANSITION TEAM members will be required to possess effective communication, networking, and teaching skills that will be essential in preparing and supporting DISTRICT TRANSITION TEAM (district and/or high school based teams which are ultimately responsible for design and delivery of transition services).

2.1.3 Applications for CORE TRANSITION TEAM members will be taken by project staff from among existing education and adult service personnel and parents who are members of local Special Education Advisory Committees. Applications will be encouraged from among persons who have been traditionally under-represented.

2.2 Establish competencies for CORE TRANSITION TEAM members that reflect the needs and strategies identified by the INTERAGENCY PLANNING COUNCIL.

CORE TEAM MEMBERS, AT A MINIMUM, WILL.....

2.2.1 define, discuss, and apply normalization principles related to service delivery for students transitioning from school to adult living and work roles.

2.2.2 adopt a theoretical and philosophical frame of reference consistent with the INTERAGENCY PLANNING COUNCIL that guides service delivery. The theoretical/philosophical base will include a commitment to integrated services within the least restrictive environment; educational outcomes in the form of community employment and living; acceptance of the uniqueness of each student's abilities, needs, interests, and learning style as they transition to adult living and work roles.

2.2.3 conduct functional, community-referenced assessments to determine individual abilities, interests, and needs related to transition (see appendix E).

2.2.4 develop, write, and implement formal, INDIVIDUALIZED TRANSITION PLANS in conjunction with the CORE TRANSITION TEAM utilizing the formats established within each school district for Individualized Education Programs (IEP). The INDIVIDUALIZED TRANSITION PLAN developed for each students will include relevant, measurable goals and objectives, appropriate training

methodology, time lines, needed transition services, and delineation of responsibility for service delivery.

2.2.5 implement, as a member of the CORE TRANSITION TEAM, the TRANSITION PLAN. Identify the array of services needed to assure the successful transition of students with severe handicaps . Initiate referrals to appropriate community agencies and/or provide needed services directly.

2.2.6 develop and provide on-going support and follow-up services to the transitioning student and their family.

2.2.7 evaluate the effectiveness of transition programs and the student's achievement of community living and employment outcomes (ie. the degree to which students are integrated and successful in community living and work environments).

2.2.8 demonstrate the ability to network with multiple community agencies and service systems to promote continuity of services and to avoid costly duplication.

2.2.9 demonstrate the ability to teach/transfer competencies 2.2.1 - 2.2.8 to DISTRICT TRANSITION TEAMS (district and/or high school based teams who will ultimately be responsible for the delivery of transition services) within participating school districts to multiply the effect of the training and the benefits to students with severe handicaps.

2.3 Project staff will provide training to CORE TRANSITION TEAM members to assure achievement of the competencies listed in Objective 2.2 , above.

2.3.1 Schedule learning activities that provide opportunities for interaction, discussion, joint problem-solving among the interagency, interdisciplinary CORE TRANSITION TEAM.

2.3.2 Schedule hands-on learning activities in cooperation with the existing post-secondary supported employment project at Colorado State University: Transition to Community Employment Project.

2.3.3 Initiate transition planning for students with severe handicaps. This will provide the CORE TRANSITION TEAM with the opportunity to directly apply knowledge and skills with support and feedback from project staff.

2.3.4 Project staff will evaluate the effectiveness of TRANSITION TEAM training and apply evaluation results to subsequent training activities.

2.4 Pilot transition services to include individualized planning, implementation and follow-up components.

2.4.1 Identify a pilot group of five students with severe handicaps who are in need of comprehensive transition services. Students will be identified from the Poudre School District R-1, Thompson School District R2-J, and the rural Northeast Colorado Board of Cooperative Education (BOCES).

2.4.2 Utilize the IEP process to identify student needs, design or identify service options, and implement services within the pilot sample.

2.4.3 Project staff and members of the CORE TRANSITION TEAM will work with the student's teachers, related service providers, and family on all aspects of program design, implementation and follow-up during the pilot phase.

2.4.4 The CORE TRANSITION TEAM will evaluate the pilot phase, make necessary modifications, and proceed to district-wide implementation.

2.5 Project staff and the CORE TRANSITION TEAM will train parents, education and related service personnel within the Poudre, Thompson, and Northeast BOCES school districts. Training will result in the establishment of effective DISTRICT TRANSITION TEAMS who will be able to design and implement transition services on an on-going basis within their districts and high schools.

2.5.1 Existing personnel and parents who are members of existing IEP teams be targeted for training.

2.5.1 DISTRICT TRANSITION TEAMS will acquire the same competencies identified in 2.2, above.

2.5.2 Training activities will parallel those described in 2.3 and 2.4 ,above.

OBJECTIVE 3.0

Implement district-wide individualized transition services within the participating districts leading to community employment and independent living outcomes for students with severe handicaps.

3.1 Students with severe handicaps will be referred for transition services by the IEP team within their respective districts. They must demonstrate needs that are not able to be adequately met by available services. Students with labels of severe emotional- behavioral disturbances, severe physical and/or cognitive limitations, and moderate to severe developmental disabilities have been identified by participating districts as experiencing the greatest need. Students will be referred and served without regard for race, color, creed, and national origin.

3.2 Conduct functional, community-referenced assessment of student abilities across four major performance domains: home,

school/work, leisure, and community. Systematic identification of student interests, needed supports, and existing barriers that require accommodation or remediation (see Appendix E).

3.3 Utilize the Individualized Education Program (IEP) planning process to promote successful transitions from school to work and independent living. The student and their families are considered critical members of the IEP/Transition Team.

3.4 Provide training in critical community environments to facilitate acquisition of needed independent living and job skills. Conduct individualized job development to match the student abilities and interests with available job opportunities. Advocate for the student/worker in the community and at the job site, and identify generic community services (ie. public transportation) that can meet student needs.

3.5 Provide on-going support for the student/adult, family, and employer. Provide re-training and/or identify additional living and work opportunities as needed to maintain satisfactory community and job performance.

3.6 Identify and document responsibility for the on-going support, training, and follow-up for successfully transitioned students with severe disabilities from among local and state adult service systems.

OBJECTIVE 4.0

Disseminate model for cooperative planning and establish cooperative TRANSITION TEAMS.

4.1 Project staff and the CORE TRANSITION TEAM will provide leadership and training for DISTRICT TRANSITION TEAMS.

4.1.1 Poudre R-1 and Thompson R2-J school districts will be targeted years one and two.

4.1.2 Northeast Colorado BOCES will be targeted for year three.

4.2 DISTRICT TRANSITION TEAMS, with support from project staff, will provide leadership and training within their respective districts and schools to promote district-wide transition planning and service delivery for students with severe handicaps.

4.3 DISTRICT TRANSITION TEAMS will continue to provide district and community -wide leadership, training, and service to assure continuation of comprehensive transition services beyond the project's initial three year period.

4.3.1 The INTERAGENCY PLANNING COUNCIL, with planning support from project staff, will assume responsibility for the on-going delivery of transition services.

4.4 Training materials and resources utilized during the training of the CORE and DISTRICT TRANSITION TEAMS will be made available for widespread distribution at cost.

4.5 Project replication will occur through summer session graduate coursework (didactic and experiential) in the area of Transition Planning and Implementation offered by Colorado State University's Division of Continuing Education.

4.5.1 The course will be offered for interdisciplinary teams of parents, education and related service staff, and adult service personnel representing communities outside of the project area. Participating teams will be assisted in applying knowledge and skill in the area of Transition to their respective communities.

4.5.2 Advertisement of the graduate course offering will be made through existing state and national special education information networks to include "Special Net" Personnel from both rural and urban areas will be invited to participate.

4.5.3 Participating teams will come to Colorado State University for an intensive, one-week, hands-on learning opportunity. The competencies established for the CORE TRANSITION TEAM (objective 2.2) will be addressed.

4.5.4 Course participants or the sponsoring agency will be expected to cover on-campus lodging for one week and tuition. Up to three graduate credits will be awarded which will meet education personnel needs for re-certification.

4.6 Graduate assistants hired by the project will conduct research related to project efficacy. Publication will be expected in a refereed journal.

4.7 Project staff will disseminate the progress and results of the Secondary Education Transition Model project at local, state, and national conferences.

4.7.1 Advertisement for graduate, [illegible] coursework will be made [illegible]

OBJECTIVE 5.0

[illegible] outcomes and impact.

5.1 The INTERAGENCY PLANNING COUNCIL will oversee evaluation activities. This will assure that local needs are being addressed and that goals and objectives are realistic and being achieved.

5.2 Technical assistance for evaluation activities will be obtained through the Illinois Transition Institute and the University of Illinois.

5.3 Local technical assistance will be available through faculty within the Department of Occupational Therapy at Colorado State University.

5.4 Conduct a formative evaluation

5.4.1 Formative evaluation will be done by objective. For each objective (1.0 - 5.0), the following evaluation components are identified: Person/agency responsible, method for evaluation, criteria for completion, audiences, dissemination method, projected due date, and subtasks. See Appendix xxx for the expanded formative evaluation plan.

5.5 Conduct a summative evaluation at the end of years one, two and three.

5.5.1 Clarify and expand summative evaluation questions that address overall project impact (see Appendix B).

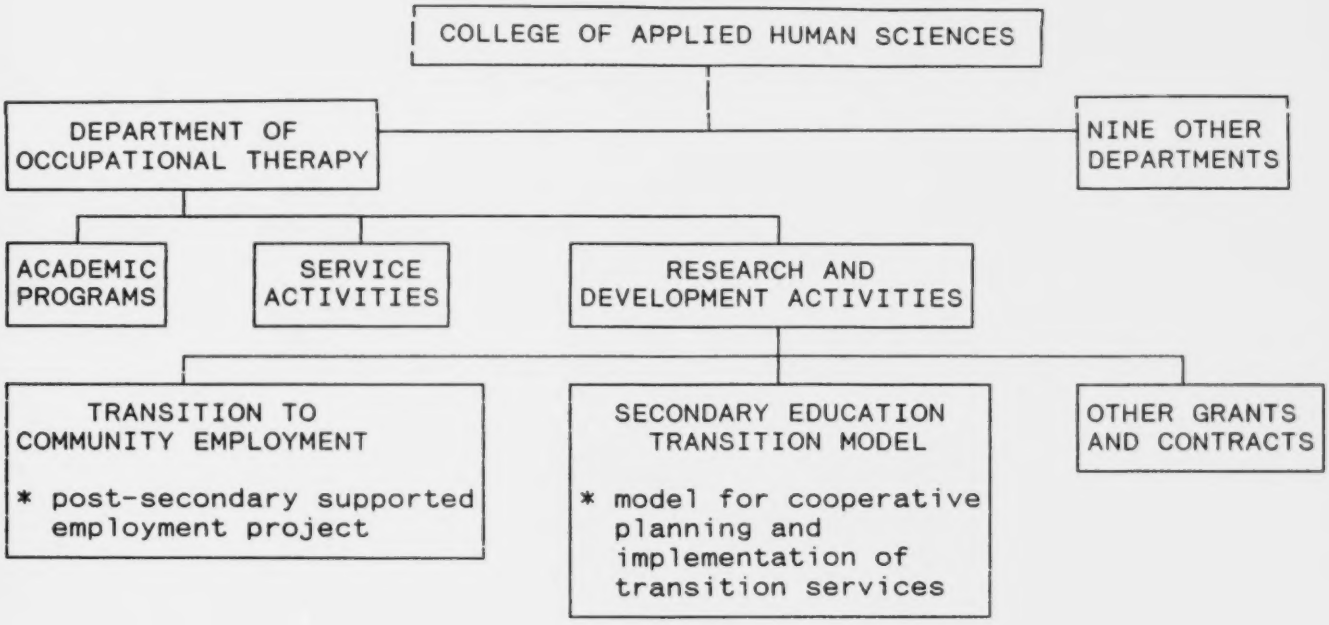
5.5.2 For each summative evaluation question, identify the person/agency responsible, method for evaluation, criteria for completion, audiences, dissemination method, projected due date, and subtasks.

PLAN OF OPERATION

Introduction

A detailed PLAN OF OPERATION is offered which will guide Secondary Education Transition Model project activities. The PLAN OF OPERATION includes the following sections:

* Project Organizational Charts
* Interagency Planning Council Description
* Time Line for Project
* Professional Staff Loading Chart
* Evaluation Plan


COLLEGE OF APPLIED HUMAN SCIENCES
DEPARTMENT OF OCCUPATIONAL THERAPY
NINE OTHER DEPARTMENTS
ACADEMIC PROGRAMS
SERVICE ACTIVITIES
RESEARCH AND DEVELOPMENT ACTIVITIES
TRANSITION TO COMMUNITY EMPLOYMENT
* post-secondary supported employment project
SECONDARY EDUCATION TRANSITION MODEL
* model for cooperative planning and implementation of transition services
OTHER GRANTS AND CONTRACTS

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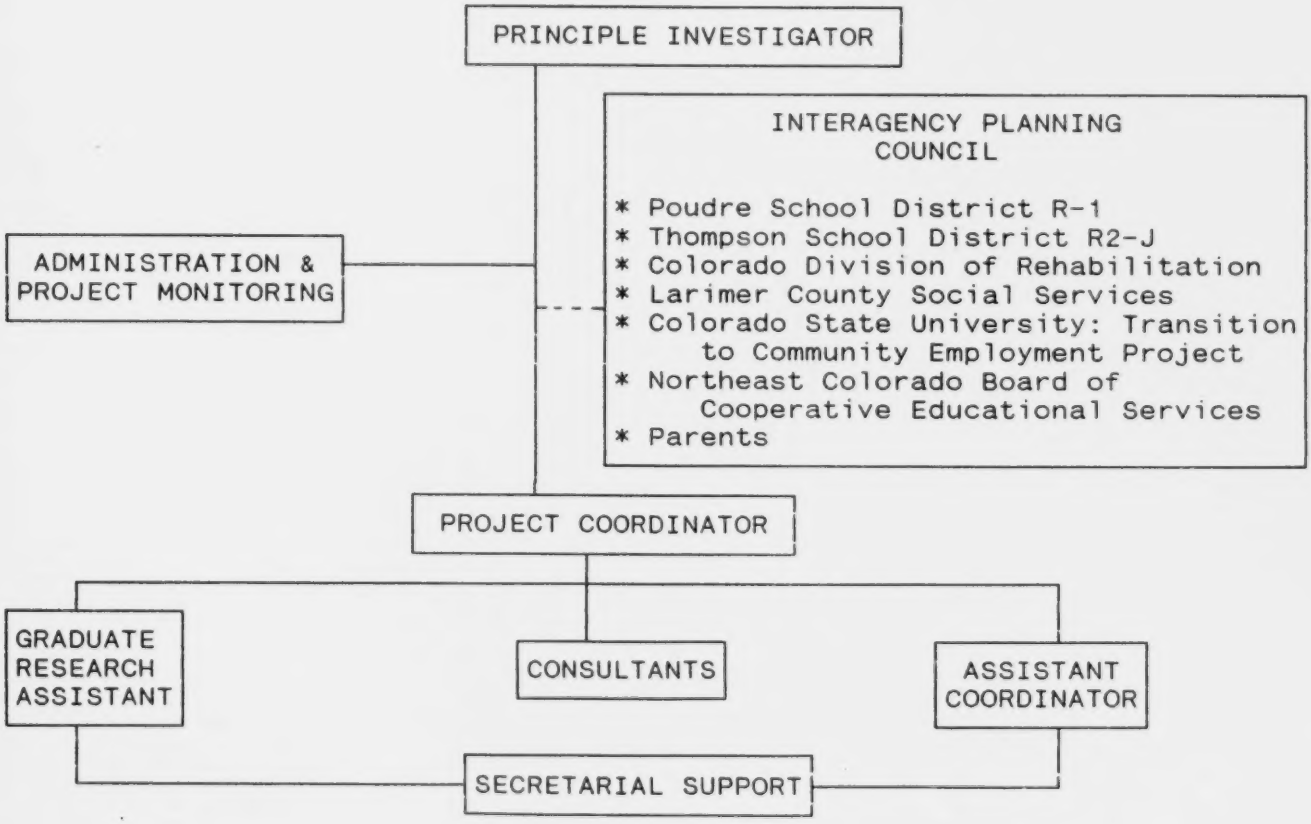
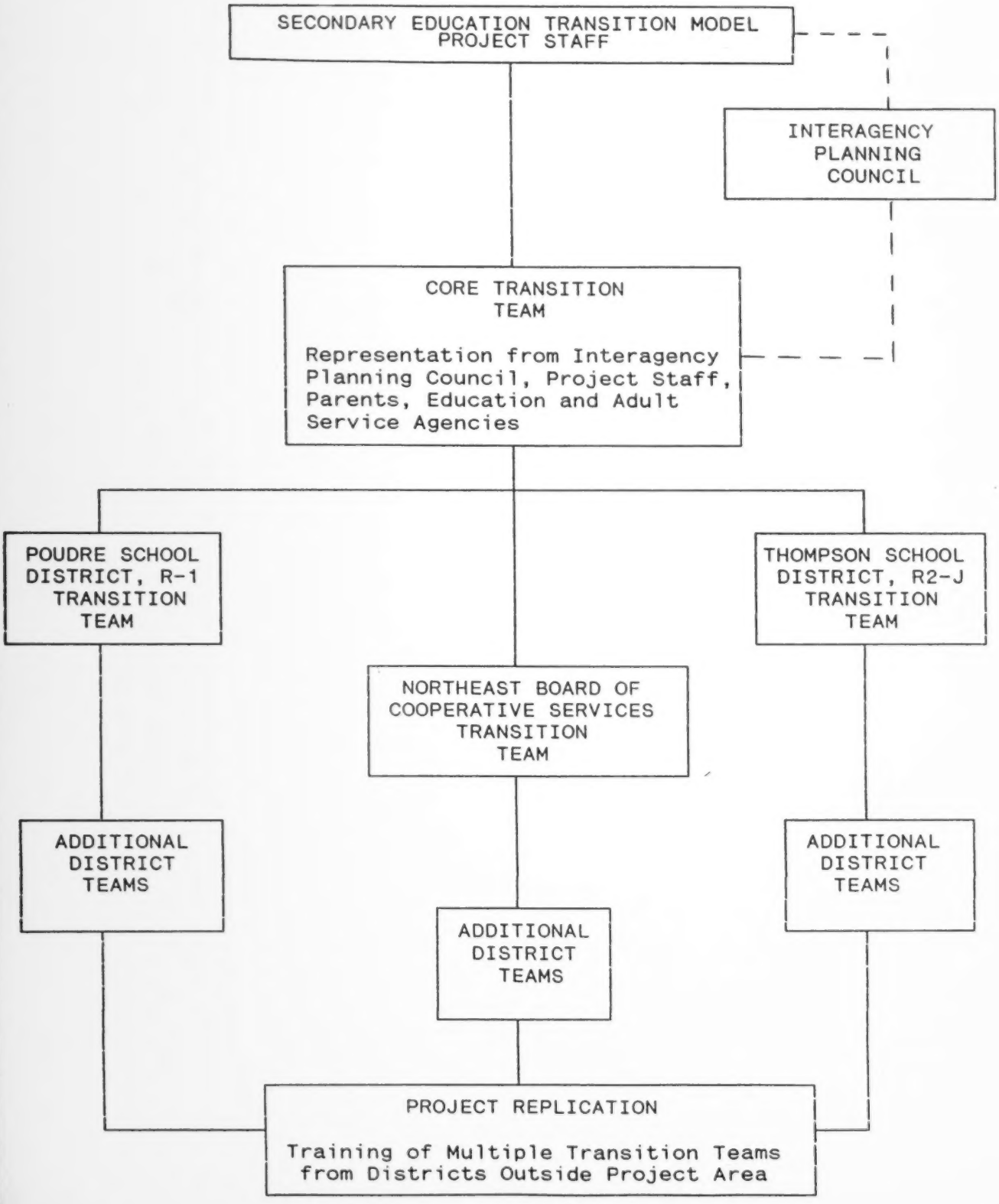
SECONDARY EDUCATION TRANSITION MODEL



SECONDARY EDUCATION TRANSITION MODEL
Project Flow Chart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CORE TRANSITION TEAM
Representation from Interagency Planning Council, Project Staff, Parents, Education and Adult Service Agencies
POUDRE SCHOOL DISTRICT, R-1 TRANSITION TEAM
NORTHEAST BOARD OF COOPERATIVE SERVICES TRANSITION TEAM
THOMPSON SCHOOL DISTRICT, R2-J TRANSITION TEAM
ADDITIONAL DISTRICT TEAMS
ADDITIONAL DISTRICT TEAMS
ADDITIONAL DISTRICT TEAMS
PROJECT REPLICATION
Training of Multiple Transition Teams from Districts Outside Project Area

PROJECT TIME LINE

Objectives & Tasks	Year One			Year Two			Year Three		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
1.0	X	X	X	X	X	X	X	X	X
1.1	X	X	X	X	X	X	X	X	X
1.2	X	X							
1.3	X	X	X						
1.4		X	X						
1.5			X	X	X	X	X	X	X
2.0		X	X	X	X	X	X	X	X
2.1		X	X	X					
2.2		X	X						
2.3		X	X						
2.4			X						
2.5				X	X	X	X	X	X
3.0				X	X	X	X	X	X
3.1				X	X		X	X	
3.2				X	X		X	X	
3.3				X	X		X	X	
3.4				X	X	X	X	X	X
3.5				X	X	X	X	X	X
3.6				X	X	X	X	X	X
4.0				X	X	X	X	X	X
4.1					X	X			
4.2					X	X		X	X
4.3					X	X		X	X
4.4							X	X	X
4.5							X		
4.6		X	X	X	X	X	X	X	X
4.7					X	X		X	X
5.0	X	X	X	X	X	X	X	X	X
5.1	X	X	X	X	X	X	X	X	X
5.2		X			X			X	
5.3	X	X	X	X	X	X	X	X	X
5.4	X	X	X	X	X	X	X	X	X
5.5			X		X			X	X

PROFESSIONAL STAFF LOADING CHART BY PERSON AND OBJECTIVE: YEAR TWO

Professional Staff Assignments and Percentage of Total Effort

STAFF MEMBER	OBJECTIVE 1.0 Cooperative Interagency Planning	OBJECTIVE 2.0 Establishment of Transition Teams	OBJECTIVE 3.0 Implement Transition Services	OBJECTIVE 4.0 Disseminate Model	OBJECTIVE 5.0 Formative and Summative Evaluation	TOTAL
Principle Investigator .09 FTE	60%	10%	5%	5%	20%	100% 187.2 hrs
Project Co-Coordinator .85 FTE	20%	10%	25%	25%	20%	100% 1768 hrs
Project Co-Coordinator .85 FTE	20%	10%	25%	25%	20%	100% 1768 hrs
Technical Consultant .09 FTE	50%	10%	10%	5%	25%	100% 187.2 hrs
PERCENTAGE OF TOTAL EFFORT BY OBJECTIVE	23%	10%	23%	21%	23%	100% *3910.4 hrs

*total professional hours

Description:
INTERAGENCY PLANNING COUNCIL

The Interagency Planning Council has a central role in the Secondary Education Transition Model project. Composed of parents and representatives from local education agencies, adult service agencies, social services, and Colorado State University's occupational therapy graduate and undergraduate curriculum committees, the Council seeks to design comprehensive transition services for secondary students with severe handicaps. Project staff working closely with the Council plan to achieve community employment and independent living outcomes for students who are challenged by severe disabilities and who are currently underserved.

The project's Interagency Planning Council will meet a minimum of four hours per month to clarify and articulate a common purpose and mission to transition students with severe handicaps into integrated, community work and living roles. The Council will be involved in active decision-making and will be responsible for allocating resources/ personnel from their respective agencies to facilitate the design and implementation of Transition Services. Project staff will work with the Council during Council team building, service design, and planning activities. Project staff will also be instrumental in supporting implementation across agencies.

The Agencies and individuals who have committed to work as members of the Interagency Planning Council are listed.

LOCAL EDUCATION AGENCIES

- Poudre School District, R-1
- Thompson School District, R2-J
- Northeast Colorado Board of Cooperative Education Services (rural BOCES)

ADULT SERVICES (post secondary)

- Colorado Division of Rehabilitation
- Transition to Community Employment Project (Colorado State University's Supported Employment Project)

OTHER KEY SERVICE PROVIDERS/ COUNCIL MEMBERS

- Larimer County Social Services
- Parent representatives from local Special Education Advisory Councils
- Colorado State University: Occupational Therapy Curriculum Representatives

The composition of the Council indicates extensive support for comprehensive, interagency planning to address the complex needs of students with severe handicaps who are moving into adult roles. Both urban and rural representation will assure that applications can be made to many communities of varied sizes. The presence of an occupational therapy curriculum representative will facilitate inclusion of "transition" content in coursework for related service personnel at Colorado State University.

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EVALUATION PLAN

Evaluation of the Secondary Education Transition Model project will include both formative and summative components. The evaluation effort is directed by the INTERAGENCY PLANNING COUNCIL and implemented by project staff and a working group within the INTERAGENCY PLANNING COUNCIL. Faculty members with research and evaluation expertise within the Department of Occupational Therapy at Colorado State University provide local technical assistance during evaluation activities. The project also interfaces with the Technical Assistance team at the Illinois Transition Institute, University of Illinois, Champaign.

The agencies represented on the INTERAGENCY PLANNING COUNCIL will ultimately be accountable for the on-going delivery of transition services for students and adults with severe disabilities beyond the project's three year period. Therefore, during the project period, evaluation functions actively involve the INTERAGENCY PLANNING COUNCIL which will allow for the gradual shift of evaluation and accountability efforts from the Secondary Education Transition Model project staff to the cooperating agencies.

Rationale for Project Evaluation

1. To evaluate planning and implementation aspects of the Secondary Education Transition Model Project.

2. To evaluate the extent to which local and state interagency linkages have been established and formalized to meet the on-going transitional needs of students with severe handicaps.

3. To systematically compile and analyze data to facilitate project replication and dissemination.

4. To evaluate process and outcome variables that may contribute to policy and service delivery decisions at local, state, and national levels.

Areas to be Evaluated

1. Cooperative Planning Process

   a. extent to which **formal working agreements** have been established and maintained between education and adult service agencies.

   b. extent to which **knowledge and skill** in the area of transition and accountability has been transferred from project staff to local education and adult service personnel.

   c. extent to which **cooperative transition planning** has been transferred to local service agencies at the close of the project period.

2. Transition Team Development

   a. extent to which DISTRICT TRANSITION TEAMS are operational and effective in providing individualized transition services.

3. Transitional Services Provided to Students with Severe Handicaps

   a. **referral** process

   b. **assessment** of student abilities, interests, and needs related to the transition to adult roles.

   c. individualized **transition planning** for students with severe handicaps

   d. **training and support services** needed to achieve employment and independent living outcomes.

   e. on-going **follow-up** and support to maintain community employment and independent living.

4. Replication and Dissemination

   a. extent to which model cooperative transition services have been replicated in urban and rural areas.

Results

The Secondary Education Model project, funded July 1, 1987, has accomplished a great deal within a 19 month period. The project objectives and tasks as stated in the original proposal continue to guide and direct project activities.

Objective 1: Develop a comprehensive, cooperative plan to serve secondary education students with severe handicaps who are transitioning from school to community work and living roles.

The Interagency Transition Advisory Council (ITAC) was formed in August of 1987, with representation from Thompson R2-J School District, Poudre R-1 School District, Northeast Colorado Board of Cooperative Education Services (BOCES) School District, Thompson R2-J Special Education Advisory Committee, Poudre R-1 Special Education Advisory Committee, Northeast Parent Center, Colorado Division of Rehabilitation, Larimer County Employment and Training Services, and Colorado State University.

ITAC meetings were held at various accessible locations within Fort Collins and Loveland, Colorado to minimize travel time and expenses for participants.

The ITAC voted on procedures for planning and decision-making. At least eight (8) members (quorum) must vote on an issue. The need for a mission statement was overwhelmingly agreed upon.

In order to enhance interagency cooperation, trust and understanding, an extensive strategic planning process was undertaken. This process, adapted from Richard T. Hoerl, Hoerl and Associates, engaged the ITAC in a series of interactive planning sessions.

The strategic planning process began by identifying environmental trends affecting individuals and agencies, future trends in human service delivery for individuals with handicapping conditions, and the strengths, weaknesses,

opportunities and threats that the ITAC faces as it begins transition planning within the three (3) identified school districts.

Strategic planning also provided a forum and structure to clarify ITAC values related to transition, community integration, normalization and quality-of-life issues for students with severe disabilities.

As a result of the sessions, the ITAC adopted the following philosophy and mission statements:

Philosophy

This Council has a responsibility to contribute to the establishment of effective transition programs that will provide options and opportunities for students with severe disabilities to become productive and valued members of society.

Mission

To successfully transition students with severe disabilities from Poudre R-1, Thompson R2-J and Northeast BOCES secondary public schools to productive adult life within the community. Effective transition planning and services will focus on improving the quality of life for individuals with severe disabilities and will address living arrangemnets, vocational/post-secondary training, employment, income and financial support, community mobility, socailization, family relations, leisure and friendships.

Project goals, concistent with those delineated in the original grant proposal, were adopted and refined by the group.

A written Interagency Plan is being finalized which will identify systemic barriers that interfere with the achievement of successful community emplo.ment and living for students with severe disabilities, propose solutions and establish an implementation schedule which delineates tasks, agency or individual responsibility, and time-lines.

Objective 2. Establish local cooperative Transition Teams to assess student abilities and interests, plan and implement individualized services and evaluate the on-going effectiveness of transition services. The Transition Teams will be responsible for on-going community emplo.ment and community integration outcomes for individuals with severe handicaps.

A position description for the Core Transition Team members was developed by project staff and approved by the ITAC (see Appendix A). The special education directors from Poudre R-1 and Thompson R2-J were primarily responsible for selecting their respective team members. The Northwest BOCES Special Education Director elected not to select his team until Year 2 of the project. This selection will take place in February of 1989.

Individual meetings were held with each Core Transition Team member to familiarize him/her with project roles and expectations. In addition, a two-day training/planning session was held on April 27 and 28, 1988, which included Core Transition Team members and ITAC members. Meeting outcomes included establishment of group consensus on a definition of transition and the value base that directs individualized transition planning and service delivery at the local level. Team-building activities were conducted using case studies as a learning tool. Action plans were developed for each district to address implementation issues such as functional, community-based assessment processes, IEP formats that incorporate transition concepts, interagency referral processes, etc. as each district identifies students to be the initial recipients of comprehensive transition planning. The students and their parents have been and continue to be actively involved in all transition related planning, decision-making and activities.

Regular meetings with Core Transtion Teams have been held since Spring of 1988 to develop the transition component in the Individual Education Program (IEP) process. This has included revised documentation forms, a structured format, and student planning time line. (see appendix B) Each school district has chosen a name for the planning process: Thompson R2-J refers to it as the Individual Education and Transition Plan (IETP), and

Poudre R-1 adopted the name Individualized Educational Plan/Individualized Transitional Plan (IEP/ITP).

The initial IETP or IEP/ITP meetings were facilitated by Transition Services project coordinators as part of the training of the Core Teams. Selected meetings were videotaped to supplement this training. In February 1989 the Core Teams in each district will assume responsibility for facilitation of the planning meetings. Two transition managers from each team have been designated to co-facilitate future IETP or IEP/ITP meetings.

Transition planning was piloted with eleven students with severe handicaps during the fall of 1988. These students, between the ages of 17 and 21, had no previous formalized transition component written into their IEP. All participants were requested to complete evaluation forms (see appendix C) following each student's IETP or IEP/ITP. Meeting participants included personnel from appropriate adult service agencies to facilitate the referral process when necessary. Other participants were parents, students when able to participate, educators, related school personnel, Interagency Council members, and Transition Services project coordinators.

Objective 3. Implement district-wide individualized transition services within the participating districts leading to community employment and independent living outcomes for students with severe handicaps.

Beginning in January of 1989 students with severe disabilities from junior highs, middle schools, and high schools within their respective districts, as well as from a secondary program housed in a local community college serving Larimer County, will participate in individualized transition planning. Two to three members from each Transition Core Team have been selected to facilitate training of personnel in the above mentioned settings.

this will result in district wide dissemination of individualized transition planning by May of 1990.

Poudre R-1 School District's Core Team has received training from project coordinators in community referenced assessment (see appendix D), and has conducted a needs assessment in preparation for an IEP/ITP. The Core Team will continue to assess students within their community to assist in future transition planning.

As a result of the community-based assessments, student needs are identified within each performance domain (domestic, vocational/academic, community, and recreation/leisure). These needs help determine critical conditions necessary to successfully transition from school to work and independent living.

In the case of the first eleven students piloted for transition planning, seven are presently in work experiences, paid or supplemented through the school systems, that have the potential to become paid employment upon graduation. When available, generic transportation services are used by the students to get to their job sites.

Objective 4. Disseminate model for cooperative planning and establish District Transition Teams.

With the selection of a training team from each Core Team, the process of dissemination throughout the Poudre R-1 and Thompson R2-J School Districts is beginning in January of 1989. By May of 1989, the transition teams will have trained personnel in a junior high, a middle school and a secondary program housed in a local community college. In September of 1989, the newly trained personnel will be facilitating, as well as disseminating, transition planning.

The initial training of personnel in the Northeast Colorado BOCES district will begin in February of 1989. Next Steps offered by Colorado Department of Education (CDE) and Transition Team Training through CETM coordinators will be provided in February and March of 1989 to identified Northeast Colorado BOCES personnel (to include educators, parents, and adult service providers). Dissemination throughout that district will occur during the school year of 1989-1990.

Training materials and resources are in draft form at this time and will be available for distribution by May of 1990. The draft forms are presently being used in various school districts in Colorado. They also were distributed at the Project Director's meeting in Washington, D.C. in December of 1988.

Two CSU graduate students have begun work on transition - related research. One is working on an analysis of IEP's and IETP's. The other is studying the CDE's "Next Steps" program to determine its effectiveness with parents in the transition area. Core Transition Team members have been offered Continuing Education credit for their work in the development of the transition planning process.

Transition Project information has been presented within the participating school districts (including parent meetings and discussions for educators and interested community members in Poudre R-1, Thompson R2-J, and Littleton School Districts) and at the Annual Project Director's meeting held in Washington, D.C. Future presentations are planned at CDE's "Next Steps" training, The Colorado Association for Persons with Severe Handicaps (C-TASH) 1989 Conference, and local community workshops.

Objective 5. Evaluate project outcomes and impact.

Surveys are being developed to evaluate and monitor ITAC and Core Transition Team performance and improvement of linkages among local service provider agencies. Observations of the ITAC and Core Transition Team participants are being recorded along with an administrative journal (vignettes). Documentation related to the number of students transitioning effectively to community employment or living situations and perceived competence of team members will be recorded. The Secondary Transition Intervention Effectiveness Institute from the University of Illinois at Urbana-Champaign is assisting the project with evaluation technique development.

Conclusions and Recommendations

The Secondary Education Transition Model (SETM), a federally funded 3 year grant, began 18 months ago in July of 1987. To this date, students involved in this transition project have not graduated from school. Therefore, no conclusions can be drawn at this time. It is apparent, however, that adding the transition component with interagency collaboration is enriching the individual student planning process. This impact has been noted by all involved participants (educators, parents, students, adult service agencies, and related services).

APPENDIX A

Core Transition Team Position Description

DRAFT POSITION DESCRIPTION

CORE TRANSITION TEAM MEMBERS

Duties/Responsibilities

Selected candidates will serve as members of interdisciplinary teams to plan and implement transition (movement from school to work and community living) services for secondary school-age students with severe disabilities. Transition team members will receive training in the following areas:

* Overview of community integration for individuals with disabilities
* Interdisciplinary team process
* Functional, community-referenced assessment
* Functional and community-based instruction/curriculum
* Program planning and implementation
* Supported living and recreation

Core Transition team members will be assigned to one or more school district teams--Poudre R-1; Thompson R2-J; Northeast Colorado Board of Cooperative Services (BOCES). District teams will provide in-service transition training to additional educators, related service personnel, administrators, parents and others; provide direct service to students with severe disabilities in transition programs; and compile data/results for evaluation purposes. Release time/stipends will be negotiated on an individualized basis.

Qualifications

* Knowledge related to community-based service delivery options for individuals with severe disabilities
* Ability to teach and communicate using a variety of approaches in order to meet individual learning needs
* Effective communication skills--oral and written
* Ability to work within the community to identify employment, integrated living and leisure options for students with disabilities
* Ability to work effectively with interdisciplinary and interagency education teams to implement quality services for students with severe disabilities
* Knowledge related to community-referenced assessment and instructional strategies and an ability to apply that knowledge
* Ability to organize and deliver in-service training to a wide variety of audiences including regular and special educators, related service personnel, parents, administrators and human service providers

Qualifications Continued

* Ability to apply consultation/collaboration/communication skills to implement services within the educational environment

* Knowledge and experience with local service delivery system

* Ability to provide direct service to individuals with severe disabilities in a variety of environments

* Ability to facilitate team building

* Willingness to effect system change related to service delivery in public school settings

APPENDIX B

IFTP and IEP/ITP Formats, Forms and Timelines

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IETP MEETING FORMAT

The Transition Planning Coordinator or designate is responsible for scheduling, facilitating or recording of the IETP meeting. The following format is provided as a guide for the Transition Planning Coordinator.

I. OPEN THE MEETING

a. Welcome and introduce all meeting participants

b. Encourage honest and open participation

c. State the purpose of the meeting

d. Review agenda and establish agreements and appropriate time frame for meeting

II. REVIEW TIME LINE AND REFERRAL TO SERVICES

a. Provide all meeting participants with Transition Planning Time Line

b. Review time line to assure that actions are initiated on schedule

c. Designate agency representative to initiate/start formal referral and application process for adult services

III. GENERATE DISCUSSION AND IDENTIFY GOALS

a. Review and discuss student's present level of educational performance and the last annual objectives for achievement

b. Discuss student's STRENGTHS/INTERESTS and SUPPORTS/BARRIERS

c. Ask the student, parents and school representatives about desired LIFE GOALS. Include type of employment, living situation, recreational activities, etc.

d. Determine academic and transition ANNUAL GOALS which address the student's needs within each domain.

e. Determine the services required to meet the student's needs

f. Transition Planning Coordinator records goals on Transition Plan documentation forms

IV. CLOSING THE MEETING

a. Participants sign the IETP document to reflect agreement

b. Coordinator distributes copies of IETP to all participants as soon after meeting as possible

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Department of Occupational Therapy
College of Applied Human Sciences
Fort Collins, Colorado 80523

TRANSITION PLANNING TIME LINE

Student Age	Action	Person Responsible	Completion Date
14	Assign Transition Co-Coordinators		
14	Give transition information to student and parent(s)/guardian		
14	Review student's cumulative file and assemble IETP team		
14	Obtain or verify Social Security Number		
14	Hold initial IETP meeting, to be reviewed and updated annually		
14	Access public transportation		
14	Commence transition-related assessment processes - Identify vocational interests/abilities - Identify vocational support needed		
14	Provide job training in a variety of school sites (ie, grounds, cafeteria and office)		
14	Provide training in communication, self-care, mobility, independent living and recreation skills within the context of job training activities whenever possible		
16-18	Establish linkages to Adult Service Programs - Education and training (post-secondary) - Social Security disability programs (includes Medicare and Medicaid) - Residential services - Independent living - Supervised apartment - Group home - Adult foster care - Intermediate care facility - With family - Other - Vocational - Recreational		
16	Evaluate transition-related assessments--Are they up to date?		
16+	Investigate need for driver's license		
16-17	Establish graduation date		

THOMPSON VALLEY R2-J TRANSITION TEAM RULES

1. Student needs are the focus of IETP team meetings. Student needs determine services, not vice versa

2. All team member input is valuable, valued and encouraged

3. Team members will commit to shared responsibility for planning and program implementation

4. Members will commit to the Transition Team Mission Statement:

   "To successfully transition students with severe disabilities from secondary school to productive adult life within the community. Effective transition PLANNING and SERVICE DELIVERY will focus on improving the quality of life for individuals with severe disabilities, AND will address four primary performance domains: Community, Domestic, Recreation/Leisure, Vocational."

5. a. Student involvement is essential
   b. Parental or guardian involvement is essential

6. Team members agree to work together toward consensus--There will be NO predetermination of services ahead of the IETP meeting

7. Team members will introduce options when they disagree with the proposed program or services

8. Programmatic decisions will be made by consensus of the team members

9. Student and family confidentiality will be maintained by all team members

10. Team members agree to follow the established Individualized Education (IEP) and Transition Planning (IETP) processes

11. Team members agree to inform others of the team rules and process

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CURRENT LEVELS OF FUNCTIONING/NEEDS

Strengths/Interests	Supports/Barriers	Needs
Vocational Domain		
Domestic Domain		
Community Domain		
Recreation/ Leisure Domain		

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THOMPSON R2-J SCHOOL DISTIRCT
TRANSITION PLAN - DOMESTIC DOMAIN

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Fort Collins, Colorado 80521

STUDENT'S NAME _____ DATE _____ AGE _____ GRADE _____

	SERVICE PROVIDERS	TIME LINE (Dates)		TIME INVOLVED	CRITERIA FOR EVALUATIO
		Initiated	Completed		
LIFE GOALS					
ANNUAL GOALS Living Arrangements					
Personal/Family Relationships					
Personal Management/Self-Care					

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THOMPSON R2-J SCHOOL DISTRICT

TRANSITION PLAN - VOCATIONAL DOMAIN

Transition Servic
Department of Occupational Therap
College of Applied Human Scienc
Fort Collins, Colorado 805

STUDENT'S NAME _____ DATE _____ AGE _____ GRADE _____

	SERVICE PROVIDERS	TIME LINE (Dates)		TIME INVOLVED	CRITERIA FOR EVALUATION
		Initiated	Completed		
LIFE GOALS					
ANNUAL GOALS Vocational Training/Post-secondary Education					
Placement/Employment					
Income and Financial Support					
Socialization					

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THOMPSON R2-J SCHOOL DISTRICT
TRANSITION PLAN - RECREATIONAL/LEISURE DOMAIN

Transition Services
Department of Occupational Therapy
College of Applied Human Sciences
Fort Collins, Colorado 80523

STUDENT'S NAME _____ DATE _____ AGE _____ GRADE _____

	SERVICE PROVIDERS	TIME LINE (Dates)		TIME INVOLVED	CRITERIA FOR EVALUATION
		Initiated	Completed		
LIFE GOALS					
ANNUAL GOALS Socialization/Friendship					
Leisure					
Fitness					

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THOMPSON R-2J SCHOOL DISTRICT

TRANSITION PLAN - COMMUNITY DOMAIN

Transition Service
Department of Occupational Therapy
College of Applied Human Sciences
Fort Collins, Colorado 80521

STUDENT'S NAME _____ DATE _____ AGE _____ GRADE _____

	SERVICE PROVIDERS	TIME LINE (Dates)		TIME INVOLVED	CRITERIA FOR EVALUATIO
		Initiated	Completed		
LIFE GOALS					
ANNUAL GOALS Community Mobility/Accessibility/Transportation					
Consumerism					
Socialization					
Advocacy/Legal Services					
Medical Services					

IEP/ITP MEETING FORMAT

The Transition Planning Coordinator or designate is responsible for the scheduling, facilitating or recording of the IEP/ITP meeting. The following format is provided as a guide for the Transition Planning Coordinator.

I. OPEN THE MEETING

a. Welcome and introduce all meeting participants

b. Encourage participation from all

c. State the purpose of the meeting

d. Review agenda and establish agreement regarding time frame for meeting

e. Clarify pre-arranged roles for meeting

II. REVIEW LONG RANGE TRANSITION GOALS AND TIME LINE

a. Provide all meeting participants with Transition Planning Time Line. Review time line to assure that actions are initiated on schedule.

Note: Make sure agency representative is designated to initiate/start formal referral and application process for adult services when appropriate.

b. Complete or adapt (include rationale for goal change) Transition Planning Review Sheet. Ask student, parents and school representatives about desired outcomes upon graduation.

III. GENERATE DISCUSSION OF NEEDS AND IDENTIFY ANNUAL GOALS

a. Review and discuss student's Current Level of Functioning. Identify areas of strength/interest and needed supports/barriers within the domains.

b. Based on the identified areas where the student requires support and/or there is a present or potential barrier, discuss the NEEDS of the student.

c. Determine Annual Goals based on the needs of the student (activities he/she must learn) to reach the expected outcomes upon graduation or Long Term Transition Goals.

d. Identify the Conditions and Related Services that will be required to meet the student's needs and to achieve annual goals.

e. Determine the individual and/or agency responsible.

Target/anticipate initiation and completion dates.

Note: Designated person records the above on Transition Plan documentation forms.

IV. CLOSING THE MEETING

a. Participants sign the IEP/ITP document to reflect agreement

b. Coordinator distributes copies of IEP/ITP to participants at the close of meeting.

SPECIAL EDUCATION SERVICES
Poudre School District R-1
2407 LaPorte Avenue
Fort Collins, CO 80521

DRAFT

Student Name _____

Student I.D. _____

Transition Planning Time Line

Student Age	Action	Person Responsible	Completion Date
	Junior High		
14	Assign Transition Coordinators		
14	Give transition information to student and parent(s)/ guardian		
14	Review student's cumulative file and assemble IEP/ITP team		
14	Complete Parent Interview/Domains Inventory		
14	Obtain or verify Social Security Number		
14	Obtain Official Colorado Identification Card (Drivers Liscense Bureau		
14	Hold initial IEP/ITP meeting, to be reviewed and updated annually		
14	Begin to have student access public transportation		
14	Commence transition-related assessment processes - Identify vocational interests/abilities - Identify vocational support needed		
14	Provide job training in a variety of school sites (ie, grounds, cafeteria and office)		
14	Provide training in communication, self-care, mobility, independent living and recreation skills withing the context of job training activities whenever possible		
14	Prepare job placement file with references, descriptions of acquired skills, work history and community assessment information		
	Senior High		
16-18	Establish linkages to Adult Service Programs - Education and training (post-secondary) - Social Security disability programs (includes Medicare and Medicaid) - Residential services - Independent living		

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Transition Planning Time Line Continued

Student Age	Action	Person Resonsible	Completion Date
	- Supervised apartment - Group home - Adult foster care - Intermediate care facility - With Family - Other - Vocational - Recreational		
16	Evaluate transition-related assessments—Are they up to date? Update Parent Interview/Domains Inventory		
16+	Investigate need for driver's license		
16-17	Establish graduation date		
16-17	Investigate PSAT Test if appropriate		
16-17	Investigate Support services to disabled students at various Post Secondary Programs		
16-18	Provide training in community job sites in several job types that are realistic, permanent job possibilities		
16	Update resume/job placement file with references, descriptions of acquired skills, work history and community assessment information		
17	Consider guardianship		
16-18	Complete eligibility/application requirements for needed services		
16-21	Establish part-time community employment while student is still in school		
17-18	Complete ACT and SAT tests if applicable		
17-18	Complete applications to colleges or other Post Secondary Training		
18	Evaluate transition-related assessments—Are they up to date?		
18	Establish needed health benefits		
18	Register for Draft		

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Transition Planning Time Line Continued

Student Age	Action	Person Resonsible	Completion Date
18	Register to Vote		
18	Develop long-term financial support plan		
18	Develop post-secondary plan in cooperation with adult service agencies - I.H.P. (Individual Habilitation Plan) (through Community Center Board) - I.W.R.P. (Individual Written Rehabilitation Plan) (Colorado Rehabilitation Services) - I.E.P./I.T.P Plan (through school district) - Other		

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Fort Collins, CO 80521

Transition Services
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College of Applied Human Sciences
Fort Collins, Colorado 80523

Transition Planning Review Sheet
Long-Range Goals
Expected Outcomes Upon Graduation

Student _____ Grade _____ Age _____
Anticipated Graduated Date _____

TRANSITION GOALS	RATIONALE
1. Residential/Living Arrangements Independent _____ Supervised Own home _____ Group home _____ Family _____ Other specify: _____	
2. Vocational/Academic Competitive Employment _____ Post Secondary Education/Training _____ Supported Employment _____ Volunteer Work _____ Other specify: _____	
3. Recreational/Leisure Independent Individual Activity _____ Integrated Group Activity _____ Supported Individual Activity _____ Integrated Group Activity _____ Other specify: _____	
4. Community Mobility/Transportation own car _____ public bus _____ specialized _____ car pool _____ taxi _____ relative's car _____ other specify: _____	
5. Other (Cross Domains) Assistive Devices _____ description: _____ _____ _____ Health Care _____ description: _____ _____ _____	

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Poudre School District R-1
2407 LaPorte Avenue
Fort Collins, CO 80521

Individual Educational Plan (IEP)
Individual Transition Plan (ITP)

5A1

Student's Name_____ D.O.B._____ Age_____ Grade_____ Date_____
School_____ Home School_____ Program Entry Date_____ Student I.D. Number_____

Current Functioning/Interests	Needs Assessment
Academic/Vocational Domain (basic skills, vocational interests, work habits and behaviors, learning ability, attendance, etc.)	Academic/Vocational Domain (basic skills, vocational interests, work habits and behaviors, learning ability, attendance, etc.)
Domestic Domain (activities of daily living, relationships, living arrangements, etc.)	Domestic Domain (activities of daily living, relationships, living arrangements, etc.)

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SPECIAL EDUCATION SERVICES
Poudre School District R-1
2407 LaPorte Avenue
Fort Collins, CO 80521

Individual Educational Plan (IEP)
Individual Transition Plan (ITP)

5A2

Student Name_____

Current Functioning/Interests	Needs Assessment
Community Domain (Mobility, Consumerism, Civic Responsibility, Accessibility, etc.)	Community Domain (Mobility, Consumerism, Civic Responsibility, Accessibility, etc.)
Recreational/Leisure Domain (Leisure Time, Friendships, etc.)	Recreational/Leisure Domain (Leisure Time, Friendships, etc.)

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Individual Educational Plan (IEP)
Individual Transition Plan (ITP)

5A3

Student Name_____

Current Functioning/Interests
Cross Domains (Socialization, Communication, Personal Management, Assistive Devices, Health Responsibility, Cooperation, Integration with Non-Handicapped Peers)

Needs Assessment
Cross Domains (Socialization, Communication, Personal Management, Assistive Devices, Health Responsibility, Cooperation, Integration with Non-Handicapped Peers)

Proposed Classes

Fall Semester 19___-___

Name of Class	School Year Reg (R) Spec Ed (S)

Spring Semester 19___-___

Name of Class	School Year Reg (R) Spec Ed (S)

64

Placement Alternatives Considered

Placement Status

- ☐ Diagnostic Placements: 20 day
- ☐ Initial Placement
- ☐ Direct Transfer Into District
- ☐ Annual or Triennial Review
  - ☐ Continue Special Education Services
  - ☐ Dismiss From Special Education Services
    —No longer needs services
  - ☐ Withdrawan From Special Education by Parent
- ☐ Graduated
- ☐ Transferred out of District
- ☐ Other_____

Delivery of Service

- ☐ Consultative
- ☐ Itinerant
- ☐ Resource
- ☐ Self-Contained
- ☐ Home/Hospital
- ☐ Out of District
- ☐ Other_____

☐ Refer to Special Education Administration for Approval.

Other Considerations

Transportation—

Other Services—

65

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Individual Educational Plan (IEP)
Individual Transition Plan (ITP)

5B1

Student Name_____

Annual Goals	Conditions necessary to meet goals, related services necessary to meet goals	Person/Agency Responsible	Time Line		Progress Evaluation		
			Initiated	Target Comp.	Achieved	In-Prog.	Discont.
Academic/Vocational Domain							
Domestic Domain							

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Individual Educational Plan (IEP)
Individual Transition Plan (ITP)

5B2

Student Name_____

Annual Goals	Conditions necessary to meet goals, related services necessary to meet goals	Person/Agency Responsible	Time Line		Progress Evaluation		
			Initiated	Target Comp.	Achieved	In-Prog.	Discont.
Community Domain							
Recreational/Leisure Domain							

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SPECIAL EDUCATION SERVICES
Poudre School District R-1
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Individual Educational Plan (IEP)
Individual Transition Plan (ITP)

5B3

Student Name_____

Annual Goals	Conditions necessary to meet goals, related services necessary to meet goals	Person/Agency Responsible	Time Line		Progress Evaluation		
			Initiated	Target Comp.	Achieved	In-Prog.	Discont.
Cross Domains							

Committee Present
Signatures

Parent(s)_____
Student_____
Primary Transition_____
Coordinator_____
Title
Secondary Transition_____
Coordinator_____
Title

Others

Signature	Title

Assessment of sufficient scope and intensity has been completed to determine or confirm an identified handicap _____Yes _____No

If no, dissenting report to be filed by _____
Signature

Primary handicapping condition_____
Review date_____
Services begin in _____ on _____
School Date

Parent Consent for Placement

I have reviewed and understand the contents of the IEP/ITP. I have been informed of and have received a copy of my rights as parents or guardian.

_____ _____
Date Signature

☐ Agree with recommended placement
☐ Contest recommended placement

APPENDIX C

IETP and IEP/ITP Meeting Evaluation Form

Secondary Education Transition Model

Evaluation of IEP/ITP or IETP Meetings

DATE _____

Respond to the following statement by circling the appropriate number on the Likert scale under ech item.

5	4	3	2	1
very successful	somewhat successful	unsure	not so successful	completely bombed

The IEP/ITP or IETP meeting was successful in:

1. Identifying needs and agreeing upon desired long term goals (post school) and annual goals for the student

   5 4 3 2 1

2. Identifying steps in reaching these goals.

   5 4 3 2 1

3. Assigning the appropriate individual and/or agency responsibility for goals and steps.

   5 4 3 2 1

4. Setting a timeline for meeting goals and steps.

   5 4 3 2 1

5. Involving all participants in the meeting process.

   5 4 3 2 1

6. Eliciting parent input in the planning process.

   5 4 3 2 1

7. Eliciting student input in the planning process.

5 4 3 2 1

8. Expressing the student's current level of functioning (strengths/interests and supports/barriers) in a positive manner.

5 4 3 2 1

9. Overall evaluation of this meeting.

5 4 3 2 1

adapted from Wendy Wood, Director of Employment
Rehabilitation [illegible]
Virginia Commonwealth University, 1990

APPENDIX D

Assessment Tool

Colorado State University

Transition Services
Department of Occupational Therapy
College of Applied Human Sciences
Fort Collins, Colorado 80523

VOCATIONAL NEEDS ASSESSMENT

I. INTRODUCTION

Transition Services (TS) is based on the principle of normalization; believing that community integration and participation is a basic human right. TS serves persons with disabilities who require individualized, supportive services to secure community-based employment. The individuals who receive services through the TS project are an integral part of the service delivery team. Creating opportunities for these individuals to experience challenge, satisfaction and the benefits of community employment is the central mission of Transition Services.

Following referral to Transition Services (TS), post-secondary youth and adults receive a comprehensive, functional, community-referenced assessment to identify their skills, interests and learning style. This assessment is called the Vocational Needs Assessment. The method of assessment utilized by TS is based on the belief that each individual, regardless of disability, possesses skills and interests that can be applied to a meaningful community job. The individual's current skills and interests are observed and assessed across four performance domains: domestic, vocational (school/work), community and recreational/leisure. Areas where the individual requires support are identified along with potential employment barriers. The Vocational Needs Assessment provides relevant information that assists in the development of an individualized program plan leading to community employment for persons with disabilities.

The Vocational Needs Assessment is a four-step process. Each individual referred is assigned to a TS service coordinator. The service coordinator contacts the individual, parent or guardian (when indicated), case manager and/or rehabilitation counselor and others significant to the individual to schedule assessment activities. In addition, the service coordinator conducts the interviews, coordinates all assessment processes and assures that all pertinent information is recorded and distributed to appropriate individuals/agencies.

1st Step - Intake Interview

2nd Step - Initial Assessment Interview

3rd Step - Community Observations

4th Step - Summary Assessment

II. ASSESSMENT METHOD

A. Intake Interview

An intake interview is scheduled by the service coordinator with the individual and significant others. The intake interview typically occurs at the individual's home. During intake, the service coordinator describes TS services, addresses preliminary questions and presents the individual/significant other with a TS information sheet titled Overview of Services.

The communication style of the individual is observed informally to assist in formulating the structure of the upcoming Initial Assessment Interview. To assist the individual and/or significant others in preparing for the Initial Assessment Interview, a Pre-Assessment Worksheet is provided. The individual is asked to complete this form and bring it to the Initial Assessment Interview to facilitate assessment and planning activities.

B. Initial Assessment Interview

The individual and significant others meet with two or three TS staff members and form the assessment team. The individual's pattern of everyday living is discussed to include descriptions of current environments and activities. The individual's learning and communication styles are also discussed. Information is organized and recorded according to four major performance domains: domestic, vocational (school/work), community and recreational/leisure. Recording of information is done by a team member using the Initial Assessment Interview Worksheet.

The individual's strengths and interests are strongly emphasized rather than problems or liabilities. The team identifies supports currently being utilized that facilitates the individual's functioning. Barriers (physical, attitudinal, emotional, etc.) which interfere with functioning are clarified.
Through discussion of the four major performance domains, "places" and "relationships" maps are developed. The "places" map identifies the individual's present level of involvement in his/her community and the "relationship" map identifies the existing supports and friendships (paid and natural) in the individual's life. This information is illustrated or "mapped" out by a team member. The map's focus the team member's attention and is presented in a way that can be understood by all. In addition, it provides a baseline for current performance environments and current relationships. Team members will be able to refer back to maps to monitor progress and changes in the individual's life.

An Initial Assessment Action/Resource Plan is formulated at the end of the meeting. Community observations and summary assessment dates are scheduled. Unanswered questions and concerns are recorded and responsibility for follow-up assigned to individual team members.

C. Community Observation

Structured observations of the individual within different performance domains (domestic, school/work, community, recreational/leisure) provides critical information about the individual's current skills and interests. Direct observation provides clarification and support for the information gained through the Initial Assessment Interview. In addition to the observation of the individual's performance, key people within the context of each domain are interviewed regarding their perception of the individual's performance, interests and needs. All information is recorded as observed.

D. Summary Assessment and Recommendations

The TS assessment team which includes the individual, significant others and the referring agency meet to review, discuss and summarize the individual's skills and interests as well as needed supports and possible barriers that must be overcome. The team formulates recommendations for vocational programming and discusses options for service delivery. When the team recommends TS services based on the individual's needs, assessment finding and the lack of other appropriate services, the conditions that must be met in a job are identified. Conditions such as the location of the job, type of supervision or training needed, income needs, physical aspects of the job and the amount of judgement required are all considered by the team. The team does not identify specific job titles to guide the job development process, since this can be restrictive and could narrow potential job opportunities.